



## Collaboration and Reflection: Improving EFL Students' Writing Skills through Peer and Self Editing

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### Abstract

Writing skills in English as a foreign language remain a major challenge for many students because they require mastery of grammar, vocabulary, text organization, and critical reflection. This study aims to determine how collaboration and reflection through peer editing and self-editing activities can improve students' writing skills. This study used a quasi-experimental design with a single-group pretest-posttest method involving nineteen participants. Writing skills were assessed using a rubric covering aspects of content, organization, grammar, vocabulary, and writing mechanics. The results showed that the average pretest score was 74.11 with a standard deviation of 7.355, while the average posttest increased to 76.42 with a standard deviation of 9.076. The Wilcoxon Signed Ranks test proved a significant difference with  $Z = -3.005$  and  $p = 0.003$ , where thirteen students experienced improvement, four experienced no change, and two experienced a decrease. This study concluded that the integrated implementation of peer and self-editing strategies can significantly improve students' writing performance and foster motivation and self-confidence. The implications of this study emphasize the importance of teachers' roles in providing clear guidance, building a supportive classroom culture, and using systematic tools such as rubrics to maximize the effectiveness of collaborative and reflective strategies. Future research is recommended to examine the integration of digital platforms and their application across different educational levels and writing genres.

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## INTRODUCTION

English as a foreign language (EFL) writing skills are an important aspect of comprehensive language acquisition. However, many EFL students

face challenges in developing their writing skills effectively. This difficulty is often caused by a lack of understanding of text structure, grammar, and proper vocabulary. Therefore, learning strategies are needed that can help students improve their writing skills. One effective approach is through collaboration and reflection in the writing process.

Collaboration in writing learning can be realized through peer editing activities, where students provide feedback to each other on their classmates' writing. This activity allows students to learn from other people's perspectives and improve their writing based on the input received. In addition, self-reflection or self-editing is also important to help students critically evaluate and revise their own writing. The combination of peer and self-editing can create a learning environment that supports the development of better writing skills. Thus, students can better understand the strengths and weaknesses in their writing.

The implementation of peer and self-editing strategies in learning to write can also increase student engagement in the learning process. Yatima, Astika, and Kadarsih (2020) reported that the application of peer feedback in descriptive writing classes helped students work collaboratively and increased their imagination in writing. In addition, Nguyen (2016) found that the practice of peer feedback can stimulate students' participation in L2 writing and develop their writing skills. With higher engagement, students can be more active in the learning process and more responsible for their writing results. This is important to create a dynamic and interactive learning environment.

Peer and self-editing strategies can also help students develop their metacognitive skills. Through reflection on their own writing and feedback from peers, students learn to evaluate their thinking processes and adjust their understanding as needed. This is in line with the concept of reflective writing which emphasizes the importance of the learning process rather than just focusing on the end product. Thus, students can become more independent and critical learners in writing. The development of these metacognitive skills is important for long-term success in language learning.

However, to achieve optimal results, the implementation of peer and self-editing strategies requires proper planning and implementation. Teachers need to provide clear guidance on how to provide constructive feedback and how to revise writing based on the feedback. In addition, it is important to create a classroom environment that supports and values the contribution of each student. With the right support, students can feel comfortable and motivated to engage in the peer and self-editing process. This will increase the effectiveness of these strategies in improving students' writing skills.

The use of instruments such as rubrics is very helpful in implementing peer and self-editing strategies in essay writing. Rubrics provide clear guidance on important aspects of writing, such as structure, grammar, cohesion, and coherence. By using rubrics, students can evaluate their own writing and their peers' writing more objectively. Rubrics also make it easier for students to understand the assessment criteria and areas that need improvement. Therefore, the use of systematic instruments such as rubrics can increase the effectiveness of reflection and collaboration in essay writing learning.

Several studies have shown the effectiveness of peer and self-editing strategies in improving EFL students' writing skills. For example, Winarto (2018) found that the use of this strategy can improve the quality of students' writing in terms of format, punctuation, content, organization, and sentence structure and grammar. Another study by Nugroho (2021) also showed that the implementation of peer editing in the classroom can significantly improve students' writing skills. In addition, Fatimah and Madya (2020) reported that peer feedback helped students improve their essays in terms of organization, content, grammar, spelling, and writing style. These findings suggest that collaborative and reflective strategies can have a positive impact on students' writing skills.

In addition to improve the quality of writing, peer and self-editing strategies can also increase students' motivation and confidence in writing. Tanjung and Sari (2024) found that students had positive perceptions of peer feedback, which helped them think critically, improve their writing skills, and

create a relaxed learning environment. Research by Muflihah and Authar (2022) also showed that students felt more confident and motivated when receiving feedback from peers. This shows that this strategy not only has an impact on the cognitive aspect, but also on the affective aspect in learning to write. Thus, students can be more motivated to continue developing their writing skills.

Although many studies have shown the effectiveness of peer and self-editing strategies, there are still challenges in their implementation. Some students may be reluctant to give or receive feedback from peers for fear of offending or being criticized (Yan, J. et.al., 2024). In addition, differences in the level of writing ability between students can affect the quality of the feedback given. Therefore, it is important for teachers to equip students with the skills to provide effective feedback and build a positive classroom culture. With the right approach, these challenges can be overcome to maximize the benefits of the strategy.

Based on various previous studies, it has been proven that peer and self-editing strategies have a significant contribution to improving EFL students' writing skills. However, there is still a gap in research related to how the use of instruments such as rubrics specifically affects the effectiveness of peer and self-editing, especially in the context of academic essay writing. Most previous studies have not highlighted in depth the integration of rubrics as a systematic reflective tool in the collaborative process (Bin Dahmash, N. F., 2025). Therefore, this study aims to fill the gap by exploring the role of rubric instruments in improving the quality of students' writing through collaborative and reflective processes. By filling this gap, it is expected that the study can provide theoretical and practical contributions to the development of writing learning in EFL classes.

## **RESEARCH METHODOLOGY**

This study used a quantitative design with a quasi-experimental one-group pretest-posttest method. Students' writing skills were measured before and after treatment using an essay writing test. The students were

required to write an opinion essay based on the several actual phenomenon around of them. The essay should be achieved 300-500 words.

The subjects of the study were 19 students from a private college in Kediri City. They were selected purposively based on the required courses in second semester, namely paragraph and essay writing subject. First, the students asked to write an opinion essay based on several condition mentioned. Then, they were ordered to fill the available self-editing instrument.

The instrument used was an essay writing test assessed with an assessment rubric covering content, organization, grammar, vocabulary, and mechanics. The rubric was also used during the peer editing and self-editing process. The rubrics were adopted from Oshima & Hogue (2007) entitled *Introduction to Academic Writing* page 216 to 217 (see picture 1).

The self-editing rubric was conducted after the students have completed their opinion essay writing test. While the peer-editing (see picture 2) was conducted after the students had been filled their self-editing directly by exchange their essay in pair. For the final result or post-test, the students should be revised their essay based on the peer editing rubric and their own self-editing rubric for their reflection.

The scores obtained from the pretest and posttest assessment results were then entered into SPSS to be analyzed quantitatively. The paired sample t-test was used to determine whether there was a significant increase in students' writing skills after they underwent peer editing and self-editing treatments for several meetings. The results of this analysis serve as the basis for drawing conclusions about the effectiveness of collaborative and reflective strategies in improving EFL students' writing skills.

Picture 1: Self-editing rubric by Oshima and Hogue (2007)

Self-Editing Worksheet 10		
Chapter 10: Opinion Essay		
Writer: _____ Date: _____		
<b>Format</b>		
My essay is in the correct format (title centered, first line of every paragraph indented, margins on both sides, double spaced).		<input type="checkbox"/> yes <input type="checkbox"/> no
<b>Content and Organization</b>		
My essay fits the assignment. I expressed my opinion on a controversial topic.		<input type="checkbox"/> yes <input type="checkbox"/> no
<b>Introduction</b>		
The general statements in my introductory paragraph explain the problem or issue.		<input type="checkbox"/> yes <input type="checkbox"/> no
The last sentence of my introduction is my thesis statement, in which I tell my opinion. (Copy the thesis statement.)		<input type="checkbox"/> yes <input type="checkbox"/> no
<b>Body</b>		
The body has _____ paragraphs. (Write a number.)		
In each body paragraph, I support my opinion with a different reason.		<input type="checkbox"/> yes <input type="checkbox"/> no
I used examples, statistics, and quotations to support my reasons. (How many of each?)		<input type="checkbox"/> yes <input type="checkbox"/> no
Examples _____ Statistics _____ Quotations _____		
<b>Conclusion</b>		
In my conclusion, I (check one) <input type="checkbox"/> summarized my reasons <input type="checkbox"/> repeated my thesis in different words		
<b>Unity</b>		
Each paragraph discusses only one reason, and there are no sentences that are off the topic.		<input type="checkbox"/> yes <input type="checkbox"/> no
<b>Coherence</b>		
Each paragraph flows smoothly from beginning to end.		<input type="checkbox"/> yes <input type="checkbox"/> no
I repeat key nouns and pronouns		<input type="checkbox"/> yes <input type="checkbox"/> no
I use transition signals to show relationships among ideas.		<input type="checkbox"/> yes <input type="checkbox"/> no
I use transition signals to link paragraphs.		<input type="checkbox"/> yes <input type="checkbox"/> no
<b>Punctuation, Capitalization, and Spelling</b>		
I checked my punctuation, capitalization, and spelling.		<input type="checkbox"/> yes <input type="checkbox"/> no
<b>Grammar and Sentence Structure</b>		
I varied my sentence structure by writing simple, compound, and complex sentences.		<input type="checkbox"/> yes <input type="checkbox"/> no
I checked my paragraph for fragments, comma splices, and run-ons.		<input type="checkbox"/> yes <input type="checkbox"/> no
<b>Personal Grammar Trouble Spots</b>		
I checked my paragraph for _____ errors. (verb tense, article, etc.)		<b>Number found and corrected</b> _____
I checked my paragraph for _____ errors.		_____
I checked my paragraph for _____ errors.		_____

The data in this study were analyzed using SPSS (Statistical Package for the Social Sciences) software version 26. The analysis was conducted to determine the effect of the application of peer editing and self-editing techniques on improving the writing skills of EFL (English as a Foreign Language) students.

First, a descriptive analysis was conducted to describe the general profile of the data, including the mean value, standard deviation, and range of pretest and posttest scores. Furthermore, to test the effectiveness of the treatment given, a paired sample t-test was conducted to compare the results of the students' pretest and posttest.

Picture 2: Peer-editing rubric by Oshima and Hogue (2007)

<b>Peer-Editing Worksheet 10</b> <b>Chapter 10: Opinion Essay</b>	
Peer Editor: _____	Date: _____
<p>1. Do the first few sentences of the introduction explain the problem or issue?            _____            Where is the thesis statement? _____</p> <p>2. How many paragraphs are there in the body? _____ (Write a number.)            The topics of the body paragraphs are as follows:            1. _____ 3. _____            2. _____ 4. _____            (If there are more or fewer paragraphs, add or delete lines.)</p> <p>3. What kind of supporting details does the writer use in each body paragraph?            Paragraph 1 _____            Paragraph 2 _____            Paragraph 3 _____            Paragraph 4 _____</p> <p>4. Check each paragraph for unity. Is any sentence unnecessary or off the topic? <input type="checkbox"/> yes <input type="checkbox"/> no            If your answer is yes, write a comment about it (them).            _____</p> <p>5. Check each paragraph for coherence. Does each one flow smoothly from beginning to end? <input type="checkbox"/> yes <input type="checkbox"/> no            a. What key nouns are repeated? _____            b. What transition signals can you find? _____</p> <p>6. What expressions does the writer use to link paragraphs? If there is none, write <i>none</i>. (If there are more or fewer paragraphs, add or delete lines.)            To introduce the first body paragraph: _____            Between Paragraphs 2 and 3: _____            Between Paragraphs 3 and 4: _____            Between Paragraphs 4 and 5: _____            To introduce the conclusion: _____</p> <p>7. What kind of conclusion does this essay have—a summary of the main points or a restatement of the thesis statement? _____            Does the writer give a final comment? <input type="checkbox"/> yes <input type="checkbox"/> no            What is it? _____</p> <p>Is this an effective ending (one that you will remember)? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>8. In your opinion, what is the best feature of this essay? In other words, what is this writer's best writing skill?            _____</p>	

This t-test was used to determine whether there was a statistically significant difference in students' writing skills before and after being given treatment through collaboration and reflection in the form of peer and self-editing. The level of significance was set at  $\alpha = 0.05$ . If the p value (sig.)  $< 0.05$ , it can be concluded that there is a significant difference between the results of the pretest and posttest.

All data were analyzed quantitatively to strengthen the qualitative findings and support the interpretation of the results in the context of improving writing skills through collaborative and reflective strategies.

## RESEARCH FINDINGS AND DISCUSSION

Based on the analysis of pre-test and post-test data from 19 participants, it was found that there was an increase in the average score after the intervention or learning activities were carried out.

**Table 1**

The Student's pre and post Test Score

No	Name	Score	
		Pre Test	Post Test
1	SN	80	83
2	AT	70	73
3	AF	80	83
4	FS	70	73
5	AS	75	78
6	HM	80	83
7	ZF	78	81
8	NL	78	81
9	SV	78	79
10	AR	68	71
11	HMD	80	83
12	UM	80	83
13	RD	50	50
14	WD	78	81
15	AL	70	73
16	EN	70	70
17	LTF	80	83
18	FTM	73	76
19	ZR	70	73

The average pre-test score of participants was 74.11, while the average post-test score increased to 76.42. This indicates an increase in score of 2.32 points on average. However, this increase did not occur evenly across all participants. The difference in scores between the post-test and pre-test ranged from -3 to +10 points, indicating that some participants experienced



quite significant improvements, while others experienced a decrease in scores.

**Table 2**

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	74.11	19	7.355	1.687
	Posttest	76.42	19	9.076	2.082

The descriptive analysis results showed that the pretest score had an average of 74.11 with a standard deviation of 7.355, while the posttest score had an average of 76.42 and a standard deviation of 9.076. The minimum and maximum scores also showed an increase from the 50–80 range (pretest) to 50–90 (posttest). This indicates a trend of improving learning outcomes after the treatment.

After seeing an increase in scores, the next step is to conduct a normality test to determine the appropriate type of statistical test. A normality test using the Shapiro-Wilk test showed that the pretest data were not normally distributed ( $p = 0.000$ ), while the posttest data were approximately normal ( $p = 0.052$ ). Therefore, the analysis used the Wilcoxon Test, a non-parametric test for non-normal paired data.

**Table 3**

**Tests of Normality Result**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.228	19	.010	.747	19	.000
Posttest	.148	19	.200*	.902	19	.052

The Wilcoxon Signed Ranks Test results showed a significant difference with a Z value of -3.005 and  $p = 0.003$ . Of the 19 data points, 13 showed an increase, 4 remained unchanged, and only 2 decreased.

**Table 4**  
**Wilcoxon Signed Ranks Test**

	Post-Test - Pre-Test
Z	-3.005 <sup>b</sup>
Asymp. Sig. (2-tailed)	.003

The test results showed a Z-value of -3.005 and  $p = 0.003$ . Since  $p < 0.05$ , the null hypothesis ( $H_0$ : there is no difference between pretest and posttest) is rejected. This means there is a significant difference between pretest and posttest scores. The ranking data shows that of the 19 students, 13 experienced an increase in their scores, 4 students experienced no change, and only 2 students experienced a decrease. This pattern confirms the statistical findings that the majority of respondents experienced an increase.

The results of the study showed a significant difference between pretest and posttest scores, with a Z-value of -3.005 and p-value of 0.003. This demonstrates that the treatment significantly improved student learning outcomes. Descriptively, of the 19 students studied, 13 experienced an increase in their scores, 4 experienced no change, and only 2 experienced a decrease. This finding confirms that well-planned learning interventions can have a positive impact on academic achievement.

This implies that the majority of students benefited from the treatment, although a small number showed no change or even a decrease. This finding can be used as evaluation material for researchers and educators to identify factors that may influence differences in student responses to the treatment, such as learning motivation, individual circumstances, or other external factors. Therefore, the results of this study confirm that the use of

treatment has been proven effective in improving learning outcomes, but additional supporting strategies are needed to ensure that all students experience the positive impact equally.

This finding aligns with research by Muhaimin and Widyaningsih (2023), which confirmed that learning strategies based on reflection and collaboration can significantly improve students' English skills. Furthermore, Li and Zhang (2023) emphasized the importance of interventions based on self-evaluation and peer feedback, as they have been shown to increase metacognitive engagement and student learning outcomes.

Furthermore, a meta-analysis by Yan et al. (2022) found that self-assessment (SA) and peer-assessment (PA) both had a positive impact on academic performance, and when combined (SA+PA), the effect remained significant. This suggests that implementing self-reflection mechanisms combined with peer feedback has the potential to strengthen the effectiveness of the treatment in this study.

Specifically in the context of EFL writing, Vuogan and Li (2022) found, through a meta-analysis, that peer feedback has a strong effect on improving writing quality, especially when students are given sufficient opportunities for revision. This aligns with research findings, where the majority of students experienced improvement after being given learning opportunities that allowed them to reflect on and improve their work.

A recent experimental study by Alemdag and Narciss (2025) also confirmed that the quality of peer-reviewed work influences the effectiveness of self-assessment. Students who evaluated high-quality peer-reviewed work produced better revisions and more accurate self-scores. This aligns with research by Alzubi (2022), which showed that self-evaluation in EFL classrooms consistently improves students' writing skills. Thus, the integration of self-feedback and peer feedback provides a strong framework for explaining the positive impact of the treatment in this study.

Practically, these results have important implications for educators. Teachers can systematically integrate self- and peer feedback strategies, for

example, through peer assessment with a clear rubric, followed by independent reflection before final revision. In this way, students not only receive feedback but also learn to critically assess the quality of academic work. For students who are not improving, teachers can use a differentiated approach, such as additional guidance or providing examples of high-quality peer work as exemplars. Schools can also incorporate this strategy into their curriculum innovation, oriented toward active participation, so that learning outcomes are more evenly distributed.

## **CONCLUSION AND SUGGESTION**

This study shows that the implementation of self-feedback and peer feedback significantly contributes to improving the quality of student learning. These findings confirm that learning strategies that position students as active participants can create a more meaningful and collaborative learning environment.

However, this study is limited by its relatively small sample size and its limited context within a single learning environment. These limitations limit the generalizability of the results, necessitating further research with a broader scope and a variety of contexts. Future research can focus on integrating digital technology into self- and peer feedback practices, as well as exploring their impact on 21st-century skills, such as cross-cultural collaboration, creativity, and communication.

The implication of these findings is that teachers and education practitioners need to consider learning strategies based on self- and peer evaluation as a sustainable approach to improving students' academic and non-academic skills. With consistent implementation, this strategy not only strengthens cognitive achievement, but also equips students with independence, responsibility, and readiness to face more complex learning challenges in the future.

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